

The Ghetto: What’s in a Name? – Scoring Sheet

Student Name: _____

Place a score (1-4) in each row corresponding to the student’s college readiness level.

Exceeding College Ready (4): Substantially exceeds the performance expectations**College Ready (3):** Shows proficiency in all of the performance expectations**Approaching College Ready (2):** Meets only some of the performance expectations**Initiating College Ready (1):** Does not yet meet the performance expectations

KEY COGNITIVE SKILLS	Student’s Self-Assessment	Instructor’s Score
Intellectual Curiosity (engages in scholarly inquiry and dialogue)		
Reasoning (considers arguments and conclusions of self and others; constructs well-reasoned arguments)		
Work Habits (works independently; works collaboratively)		
Academic Integrity (attributes ideas and info to sources; evaluates sources for quality of content, validity, credibility, and relevance; includes the ideas of others and the complexities of the debate, issue, or problem; understands and adheres to ethical codes of conduct)		
FOUNDATIONAL SKILLS	Student’s Self-Assessment	Instructor’s Score
Reading Across the Curriculum (identifies intended purpose, audience, key information, and supporting details; analyzes textual information critically; annotates, summarizes, paraphrases, outlines; adapts reading strategies; connects reading to historical, current, and personal events)		
Writing Across the Curriculum (writes clearly and coherently using standard writing conventions; writes in a variety of forms for various audiences and purposes)		
Research Across the Curriculum (evaluates the validity and reliability of sources; synthesizes and organizes information effectively; designs, presents an effective product; integrates sources)		
Technology (uses technology appropriately)		
SOCIAL STUDIES STANDARDS	Student’s Self-Assessment	Instructor’s Score
Interrelated Disciplines and Skills (analyzes the physical and cultural processes that shape the human experience; performs chronological reasoning; explores the continuity of political ideologies, civic organizations, institutions)		
Diverse Human Perspectives and Experiences (analyzes the issues of multicultural societies; examines factors that influence personal, group identities, e.g. race, ethnicity, gender, etc.)		
Interdependence of Global Communities (demonstrates spatial understanding of global, national, regional, and local communities)		
Analysis, Synthesis, and Evaluation of Information (performs critical examinations of all sources; uses established research methods)		
Effective Communication (uses clear and coherent communication; attributes ideas and information to source materials)		

**See reverse for
comments.**

Score	College Readiness Level
46-52	Exceeding College Ready
39-45	College Ready
20-38	Approaching College Ready
0-19	Initiating College Ready

Total Score: _____

Grade: _____

See Scoring Guide for grade conversion chart.

The Ghetto: What’s in a Name? – Scoring Guide

Note: The letters and numbers of the skills below refer to their designation in the College and Career Readiness Standards.

KEY COGNITIVE SKILLS

A. Intellectual Curiosity

1. Engage in scholarly inquiry and dialogue.

College Ready Description: Student identifies what he or she knows, does not know, and wants to know regarding arguments.

Evidence for Scoring: During the initial discussion, students express what they know on the issue of ghettos. After each reading and reflection activity, students reexamine their understanding. Finally, students will write an essay expressing their viewpoint.

B. Reasoning

1. Consider arguments and conclusions of self and others.

College Ready Descriptions: Student applies logic to analyze patterns and evaluate conclusions. Student questions the conclusions of others and uses counterexamples to disprove seemingly inaccurate conclusions. Additionally, student sufficiently cites examples to support conclusions.

Evidence for Scoring: During the initial discussion and after each reading/reflection activity, students consider the views of their peers and those of the authors.

2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.

College Ready Descriptions: Student participates in the discussion, which has a logical structure and is based on facts.

Evidence for Scoring: During the written reflection responses and again in the essay, students must be able to express their opinions reasonably and support them logically and with effective reasoning. Students may also verbally present and support arguments during class discussions.

E. Work Habits

1. Work independently.

College Ready Description: Student can plan an essay, establish its parameters, and complete a task with minimal supervision, seeking assistance accordingly. Student also follows directions independently and completes the reflection questions in class as well as assignments outside of class in a timely manner.

Evidence for Scoring: Student is able to break down the essay components into manageable tasks and complete each phase successfully. Also, the ideas within the student’s work are his/her own.

2. Work collaboratively.

College Ready Description: Student can work with students from various cultural and ethnic backgrounds in a group environment to investigate the explored topic and generate logical solutions even under circumstances of disagreement.

Evidence for Scoring: During discussions, students respectfully consider and respond to the opinions of their classmates.

F. Academic Integrity

1. Attribute ideas to source materials and people.

College Ready Description: Student recognizes the ideas of others revealed during the group discussion or in the source articles and documents them appropriately without taking personal credit for others’ work.

Evidence for Scoring: When referring to the ideas of peers or authors within the essay, students give credit where it is due.

2. Evaluate sources for quality of content, validity, credibility, and relevance.

College Ready Description: Student can determine which of the studied essays would be most appropriate for supporting a specific point in the argument.

Evidence for Scoring: Students can sift through the various readings, decide which points most readily support their own, and limit the use of texts that they find substandard in terms of quality.

3. Include the ideas of others and the complexities of the debate, issue, or problem.

College Ready Description: Student can present differing peer perspectives during the discussion and accurately represent them while referring to a comment either during discussion or in the essay.

Evidence for Scoring: After evaluating the ideas of references authors and peers, students add those perspectives as evidence for their own argument, giving adequate attribution when necessary.

4. Understand and adhere to ethical codes of conduct.

College Ready Description: Student writes honestly and clearly about his or her perceptions of the argument’s main problem and refers to a peer’s reasoning in the essay with the appropriate citation. Furthermore, the student completes his or her own written work on the issue.

Evidence for Scoring: During reflection responses and the final essays, students avoid plagiarism and create work that is appropriate and credible.

FOUNDATIONAL SKILLS

A. Reading Across the Curriculum

3. Identify the intended purpose and audience of the text.

College Ready Descriptions: Student predicts the purpose, audience, and importance of all source materials in the assignment.

Evidence for Scoring: When reading the various songs, poems, and articles within this assignment, students can decide what authors said, why they wrote the text in that manner, and what they ultimately hope to achieve by writing the text (i.e., How does the text advance our understanding of “ghetto”?).

4. Identify the key information and supporting details.

College Ready Descriptions: Student summarizes the key details (or small, but telling details) in the essays and discussion and analyzes connections between common themes presented in each.

Evidence for Scoring: Student effectively explains the main points within one of the assignment readings and can provide details to backup those points.

5. Analyze textual information critically.

College Ready Descriptions: Student identifies stated and implied arguments in the reading samples, draws conclusions based on logical reasoning, and makes thoughtful conclusions about medium usage.

Evidence for Scoring: Student is able to explain how the message of a reading fits into the overall discussion about ghettos. Students are also able to understand when the readings lack important information and can limit their use of these texts in subsequent references.

6. Annotate, summarize, paraphrase, and outline texts when appropriate.

College Ready Descriptions: Student submits a final draft that accurately deduces the ideas within the group discussion, summarizes the reading materials, and paraphrases participating members’ ideas in a final draft.

Evidence for Scoring: Students know when to: put references to readings in their own words, quote directly, describe overall content, or focus on the big picture of readings. Students also know how to effectively take notes and organize what they are reading as they read.

7. Adapt reading strategies according to structure of texts.

College Ready Descriptions: Student identifies the different perspectives represented by the reading samples and adapts his or her reading appropriately.

Evidence for Scoring: Student understands the differences between poems, songs, essays, articles, and samples from the same genre and adjusts their reading to fit the format.

8. Connect reading to historical and current events and personal interests.

College Ready Descriptions: Student sufficiently determines how the topic personally relates to the student’s life and affects daily transactions.

Evidence for Scoring: Student can explain how the concept of the ghetto relates to current events or personal experiences.

B. Writing Across the Curriculum

1. Write clearly and coherently using standard writing conventions.

College Ready Description: Student produces an essay that clearly articulates a message and includes relevant supporting details and examples.

Evidence for Scoring: Student expresses a main idea, and each piece of the essay is both necessary and connected back to the main idea.

2. Write in a variety of forms for various audiences and purposes.

College Ready Descriptions: Student presents an argument supported by relevant evidence, examples, and counterarguments, which is directed at a particular audience with a particular purpose.

Evidence for Scoring: Students know whom they are writing for and why they are writing. This clearly comes across in the choices (language, evidence, reasoning, etc.) included within the essay.

C. Research Across the Curriculum

4. Evaluate the validity and reliability of sources.

College Ready Description: Student explicitly characterizes the identifying features in the reading samples to determine whether the source is biased, incomplete, or otherwise unreliable. Student evaluates the source for validity as well.

Evidence for Scoring: Student is able to examine the readings and determine their uses and limitations.

5. Synthesize and organize information effectively.

College Ready Description: Student collects and organizes information in an orderly and strategic manner.

Evidence for Scoring: When writing the essay, students clearly connect the readings, their viewpoint, and other supporting evidence in a purposeful, well-planned way in which one piece leads to the next.

6. Design and present an effective product.

College Ready Description: Student selects an appropriate format and chooses appropriate language for the selected audience. The student adheres to the specific assignment guidelines and pays attention to the audience’s needs.

Evidence for Scoring: Students know whom they are writing for and why they are writing. This clearly comes across in the choices (language, evidence, reasoning, etc.) included within the essay.

7. Integrate source material.

College Ready Description: Student effectively compiles information from the reading samples and the discussion and refers to the contributions of classmates and the importance of their statements in a response paper, while avoiding issues of plagiarism.

Evidence for Scoring: Students can sift through the various readings, decide which points most readily support their own, and limit the use of texts that they find substandard in terms of quality. Students can then add those perspectives as evidence for their own argument, giving adequate attribution when necessary.

E. Technology

4. Use technology appropriately.

College Ready Description: Student explores the uses of technology as an effective communication tool during the response paper and while discussing the differences between video and text with classmates.

Evidence for Scoring: Students use computers to create their essays and acknowledge differences between visual and written images.

SOCIAL STUDIES STANDARDS

I. Interrelated Disciplines and Skills

A.2, 3, 5, 6. Spatial analysis of physical and cultural processes that shape the human experience.

College Ready Description: Student analyzes the interaction between human communities and the environment, including how physical and cultural processes have shaped human communities over time. Student analyzes how various cultural regions have changed over time.

Evidence for Scoring: Students are able to see how ghettos of today are a product of their environment and location. They can also discuss how the ideas about ghettos change as the people related to them and the environment surrounding them change.

B.2, 3. Periodization and chronological reasoning.

College Ready Description: Student identifies and evaluates sources and patterns of changes and continuity across time and place. Student analyzes causes and effects of major political, economic and social changes in U.S. and world history.

Evidence for Scoring: Students are able to see how and why ghettos of today are different than the first ghettos.

E.1, 2, 4. Change and continuity of social groups, civic organizations, institutions, and their interaction.

College Ready Description: Student identifies different social groups and examines how they form and how and why they sustain themselves. Student defines the concept of socialization and analyzes the role socialization plays in human development and behavior. Student identifies and evaluates the sources and consequences of social conflict.

Evidence for Scoring: Students identify the creation of, sustainability of, benefit in, purpose of, struggles surrounding, and the influence of ghettos. Students should also recognize the factors that contribute to each of these considerations.

II. Diverse Human Perspectives and Experiences

A.2. Multicultural societies.

College Ready Description: Student evaluates the experiences and contributions of diverse groups to multicultural societies.

Evidence for Scoring: Students are able to identify how different groups affected the formation of and current perspectives about ghettos.

B.1, 4, 6. Factors that influence personal and group identities (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status).

College Ready Description: Student explains and evaluates the concepts of race, ethnicity, and nationalism. Student evaluates how major philosophical and intellectual concepts influence human behavior or identity. Student analyzes how individual and group identities are established and change over time.

Evidence for Scoring: Students recognize how the people that live in the ghettos and those that don’t influence the creation and sustainability of ghettos. They are also able to analyze the effectiveness of these locations on the people involved with them.

III. Interdependence of Global Communities

A.3. Spatial understanding of global, regional, national, and local communities.

College Ready Description: Student analyzes how and why diverse communities interact and become dependent on each other.

Evidence for Scoring: Students are able to identify how different groups affected the formation of and current perspectives about ghettos.

IV. Analysis, Synthesis, and Evaluation of Information

A.1, 2, 3, 5. Critical examination of texts, images, and other sources of information.

College Ready Description: Student reads sources critically, identifies and analyzes the main ideas and points of view in sources, situates sources in their appropriate contexts, and evaluates sources from multiple perspectives.

Evidence for Scoring: Student is able to identify the main points, purpose and use for each of the readings.

B.2. Research and methods.

College Ready Description: Student explains how historians and other social scientists develop new and competing views of past phenomena.

Evidence for Scoring: Students are able to: understand how each source contributes to the overall discussion of ghettos, explain how the readings relate to each other, and would know where to find additional sources if needed.

V. Effective Communication

A.2. Clear and coherent oral and written communication.

College Ready Description: Student uses conventions of standard written English.

Evidence for Scoring: The instructor can easily understand the student’s message because the information flows well and is mechanically/structurally correct.

B.1. Academic integrity.

College Ready Description: Student attributes ideas and information to source materials and authors.

Evidence for Scoring: During reflection responses and the final essay, students avoid plagiarism, appropriately cite sources, and create work that is appropriate and credible.

The Ghetto: What’s in a Name? – Scoring Instructions

Place a score (1-4) in each row of the scoring sheet corresponding to the student’s college readiness level.

Exceeding College Ready (4): Substantially exceeds the performance expectations

College Ready (3): Shows proficiency in all of the performance expectations

Approaching College Ready (2): Meets only some of the performance expectations

Initiating College Ready (1): Does not yet meet the performance expectations

Suggested Grade Conversion:

This chart reflects equal weight given to each skill. As key cognitive skills, foundational skills, and discipline content knowledge are all important elements of college readiness, we recommend this grading approach. However, you may certainly choose to implement different weights to particular scales and assign a grade at your discretion.

Score	Grade		Score	Grade		Score	Grade		Score	Grade
52	100		42	88		32	80		22	72
51	99.5		41	87		31	79		21	71
50	99		40	86		30	78		20	70
49	98		39	85		29	77		19	68
48	97		38	84.5		28	76		18	66
47	96		37	84		27	75.5		17	64
46	95		36	83.5		26	75		16	62
45	94		35	83		25	74.5		15	60
44	92		34	82		24	74			
43	90		33	81		23	73			